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The School Journal.

A Weekly Journal of Education.

AMOS M. KELLOGG, Editor.

TERMS.

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New York, January 26, 1884

THE Department of Superintendence (National Education Association) meets at Washington, Feb. 12, 13, 14. It deserves the attention of all Superintendents and friends of education. The President of this Dept. is Hon. B. L. Butcher, Supt. of Schools, West Va., a live and strong man.

THERE is beginning to be an outcry at the South against the "Captains" and "Colonels," who have been running the schools for many years. The best places are filled by gentlemen with military titles. It is time the word was said, brethren. More than respectable men who have or have not seen service, are required for the delicate work of teaching. Open institutes for training teachers; put trained teachers in the schools; keep every body else out.

WE are informed that the Superintendency of schools at Memphis, Tenn., is vacant, salary \$1,500. Let us hope that the School Board will look well around before they fill that post. Let us hope they will not put any man who seeks it primarily, because of his need of a place. Let us hope they will select a practical educator. It is a very honorable position—these Superintendencies—and very respectable men are beginning to see that the salary paid is greater than it once was.

WE are greatly pained to learn of the death of Prof. Herman B. Boisen. One of the noblest hearts has ceased to beat! First came the news that he was ill, "but had some articles for Mr. Kellogg." The next mail told the sad story that he was no more.

His death is a deep personal loss, but the friends of education have met with a deeper one. He had lately gone into a new and interesting field of labor in New Jersey and was full of hope and happiness. His story on earth was brief, but his labors great.

At the Nevada State Teachers' Institute, Prof. C. H. Allen, Principal of the California Normal School, proposed the question "How can we improve our schools?" This is just what we want the teachers at County and State Associations to talk about. Is there any bigger subject than education? Every body says it goes beyond all others. Well, then why not discuss it? And when young men and women graduate at Normal Schools let them talk about education. We get programs of graduating exercises of Normal Schools, that read like High School programs. There are those that think it would make a dull educational meeting if educational topics were discussed. It depends on who does it.

"THE great lack of our country to-day, is properly educated men. Our material progress has been so rapid, that men have failed to keep up: consequently the country is full of possibilities which cannot be developed, and of enterprises which are suffering grievously for lack of competent men to manage them. And the difficulty in finding the right men for the waiting work is not felt simply in connection with operations of great magnitude. It is felt wherever there is need of full, specific, and exact knowledge, coupled with self-reliance, practical judgment, and skill to deal promptly and wisely with novel problems.

"The men who are now doing the larger work of the world as best they may, have for the most part grown up with their affairs, under conditions comparatively favorable for gaining and retaining the mastery of them. But these men are waxing old, are rapidly dying off, and their mantles fall upon younger men, whose entry upon the stage of action was too late for them to benefit by the earlier formative experience enjoyed by their fathers.

"The world's business calls for a wider and wider range of real knowledge, a broader grasp of principles, and a larger executive ability than were necessary a few years ago. The demands of future years are likely to be for men of larger and still larger capacity; yet the conditions for their development are becoming less and less favorable in active business life as the years roll by, and the subdivisions of service become more minute.

"The day has passed, or soon will pass, when a man could begin as a common laborer and rise in succession through all the stages of service, practically mastering each department up to the direction of, say, a great transportation system or other enterprise of national magnitude. The steps are too many and the ascent too great."—*Scientific American*.

A PRESSING WANT.

The letters that have come in reply to "what do you read?" have awakened new attention to the neglected condition of the teachers. Considering the case as it stands, it is really wonderful that we obtain as good results as we do from the schools. It must be that a very superior class of men and women as a whole are teaching in them.

It appears that many are striving to read and improve themselves, but that they have vague ideas as to the means to be used for carrying the self culture they feel they need. Beside they have such poor appliances—no libraries to appeal to, and besides, no one to stand in the relation of critic to them. The best thing that happens to any learner is to come into contact with some one who knows more than he does.

It has long been apparent that either the State Associations must come down from their stilts or some other agency will be found to supply the need the teachers feel. In these columns it has been urged again and again that a well defined plan should be made for helping the teachers to self-improvement. Mr. Vincent established the Chautauqua meetings for Sunday school teachers, and he is flooded by public school teachers. He has laid out courses of study, prepared books, and finds thousands of teachers in cities and towns to pursue it.

Does all of this contain no note of warning to the teachers? Does it contain no suggestion? Does it awaken no determination that 1884 shall not pass without a plan to help teachers who are desirous of self-improvement and to stimulate those who do not feel their needs? At present they are like sheep without a shepherd.

WHO ARE QUALIFIED TEACHERS?

Evidently not all graduates of our normal schools; not all holding certificates of whatever sort. Schools and examinations are human and fallible. New York State provides wisely and liberally for fitting and certifying its teachers. It maintains eight normal schools, institutes in its commissioner districts, and teachers' classes in many academies and high schools. For various reasons much waste and imperfection attend this business. The normal schools are too often mainly secondary and not professional institutions. The teachers' classes in some schools merely classes for studying all things but education. And worst of all, school officers choose seemingly with a preference those who have had little or no training.

The certification of teachers should serve, (1) to guard against the employment of unqualified persons; (2) to elevate the standard both of qualification and service; and (3) to form a basis of distribution of public moneys. It should meet the demand for varying qualifications by issuing several kinds of certificate. To do this the state trusts its execution to superintendents and board of education, district commissioners and the superintend-

ent of public instruction. Naturally among so many widely separated officers with little co-operation and much local "influence" there is little uniformity in examining or certifying. The examiners are largely independent of each other, sometimes jealous and frequently refuse, perhaps with good reason, to recognize or endorse the certificates of predecessors and fellow commissioners. Out of the State these certificates are of course valueless. Under a better system of examining and certifying this need not be so. State certificates should certainly have value abroad. Effort toward this end would react favorably on the whole system of training teachers and their after work in the schools, and perhaps help bring about a desirable uniformity or likeness in our State systems of public instruction.

As matters now stand who is a qualified teacher? Is it not time that something be done to fix upon the qualifications the teacher should possess?

1. There should be a diploma issued by the State to all who finish the common school course—call this the Advanced Diploma.

2. All who would prepare for teachers should first be required to possess the Advanced Diploma—that is to enter the Normal School, the Teacher's Institute, or to be examined by the county official.

This much is a step that cannot be delayed in New York State much longer. Let it be debated.

For the SCHOOL JOURNAL.

LETTERS FROM NORMALVILLE. NO. XI.

A GENERAL TALK.

On the week before Christmas, Colonel Parker had a general talk with his class on various subjects, somewhat as follows:

Colonel Parker.—I am going to divide the class, after Christmas into two divisions, those who can think and those who cannot. The former division will continue to discuss, and to think from principles; the latter from objects. I am going away to be gone a few days; so to-day we will have a general talk on some of the work we have been over. Our first question is: If the object is the best means of giving the idea, why is it the best?

Many hands are raised, and answers are given, "Because it makes the strongest impression." "Because it creates a strong desire." "Because it produces the strongest interest." "Because it arouses the strongest emotion, as the picture on the mind thus made is the most vivid, and the more vivid the picture, the greater the emotion." Miss McC—rises and gives the incident of her little niece, eight or nine months old who was shown a cat one day with the remark, "Eva, see the cat!" Eva took the cat and immediately said "tat, tat." This was considered by all to be a remarkable case of object learning, in connection with the learning of the name at the same time.

Col. Parker.—In this case did the word *cat* arouse an emotion? Suppose she had said, 'Here Eva, is a cat, a *cat*, see the *cat*, *cat*, *CAT*!' What would have been the result?

Some thought the attention of the child would have been drawn from the object to the word, and the word remembered without the object. Some thought the word and the object would be more closely associated, by thus emphasizing the word. The general opinion of the class was that the attention of the child should be held, as it was, on the object and the name *cat* learned almost unconsciously, as it was by merely hearing it pronounced in a natural way without especial emphasis.

Col. Parker.—How much easier it is to teach in the natural way than in the unnatural. Emphasizing the word *cat* in this case, would have required much more effort on the child's part and

done much less good. Half of the trouble with teaching is in setting up a difficulty to be knocked over. Thus we have our A B C method, and our Phonetic method of learning to read. I have sometimes thought that some representative of the Evil One must have said to himself: 'I want to do something to please my master, so I'll invent something to worry mortals.' The A B C method was the result. Another aspiring servant of darkness must have invented the Phonetic method. Is there any word that cannot be taught objectively? Name some, if any.

Truth, goodness, and spirit are mentioned.

Col. Parker.—All of these words can be taught objectively in their relations, as everything is an object. But the great trouble is, teachers don't know when to teach them. There comes a time when the mind of the child is able to grasp the idea to be conveyed by these words. The teacher, if he be an artist, will know when that time is. To teach them before, would be a waste of time. What is the order in which things make their impressions upon the child's mind, compared with reference to their power?

After considerable discussion it is decided that objects make the strongest and most lasting impressions, while *blackboard drawings* made in the presence of the pupils come next in power. After these come *stories*, then *images*, then *pictures*. A pupil asks 'should incorrect forms ever be presented to the child?'

Col. Parker.—When absolutely correct forms are required, as in teaching writing, there should be no wrong forms presented. But who does not know that a little girl will enjoy the stick with a rag tied around it better than the most perfect wax doll? It is well to leave something for the imagination to supply when it can be done without injury. But to return to teaching the word, how to absorb the consciousness of the child in the object, and then to give the word just at the proper time and incidentally, is a great question for teachers to answer. In doing this successfully lies a test of a true teacher's ability. You must present the conditions for the power of the mind to act, then give the word. Next to drawing as a condition I would place suitable story-telling. This is another test of the true teacher. To know just when and how to tell stories suited to the different ages and dispositions of the pupils is a great artistic effort.

A pupil asks: "When is the oral word sufficient?"

Col. Parker.—Miss B—, what do you say?

Miss B—. When the picture of the object, represented by the word, has become sufficiently vivid in the memory of the child to be recalled instantly by the presentation of the word, then the oral is sufficient.

One of the class suggests: "We do not always know whether the word *rat* will recall the *object rat*."

Another replies: "We always know that it does, if the child has been properly taught. If the word does not fill its office, then the number of repetitions of the association of the object with the word must be increased."

Another asks: "If the child can learn to read without the objects, in the same way that we did, why not let them learn in that way?"

Col. Parker.—I am glad you have asked that question, and I will answer it through a simile. Suppose we should say, our grandparents got along with rush lights, why should our parents have used tallow candles, and why should we have used the oil lamp in place of the tallow candle, or gas in place of the oil lamp, or the electric light in the place of gas? Are you answered?

"Yes sir."

Col. Parker.—When can we think in language direct?

Answer.—When every word of every sentence conveys to our minds all that it is capable of conveying in each particular relation.

Col. Parker.—When do you know a principle, Miss M—?

Miss M.—When I am able to apply it.

Col. Parker.—Yes, we know nothing until we are able to apply it. How many persons I have

met who have said, "Oh, I know all about the Quincy methods, and the principles of the New Education. They are all old. The German and English writers on education have told us all about them many years ago." These same persons, I noticed, did not apply the principles, and could not apply them. Did they know them?

Ans.—No.

Col. Parker.—These truths about education are as old as the mind of man itself. What has been the trouble Miss L—?

Miss L.—Lack of application.

Col. Parker.—What is the office of the oral word in learning?

Ans.—To convey thought. To label an object. To set the mind in action. To act as a medium of communication.

To the class Col. Parker said;—"In regard to the granting of certificates to teach, I consider it a crime for any one, who has the power, to grant a certificate to any person to teach, unless that person is *truly* qualified. The little children have suffered altogether too long, and I propose to stop their suffering as far as I can by withholding endorsements from unqualified teachers. Teachers must get into an active condition and work, instead of being in a passive condition, ready to swallow every thing that some one pours down their throats. They must work for fundamental truths. Unless they work from such truths they can make up their minds to be always school-keepers, and not school-teachers; artisans, not artists. Again, you must all teach in your own way. Don't try to be me or any one else. You will surely fail if you do. In regard to the subject of Arithmetic, for instance, I give you a central truth, the key so to speak, and with this key you unlock the whole subject for yourself. If you can unlock one subject you can unlock all subjects. Every lesson you teach should be a lesson in Psychology. Study the children, and study them carefully, for they do not take things the way we take them. When you get to studying the mind of each child in your care, your work will begin to grow more and more beautiful. How technical skill should be put into each lesson is an important question. How much do children learn by imitation is also an important question. To the latter we might say generally, that when thought-evolution expresses the idea imitation is unnecessary. What are some of the most important things in technical drill, Miss S—, what do you think?

Miss S—. I think the voice is the most important. It should be cultivated by the teacher so as to produce a pleasing effect upon the pupils, and be managed by the teacher in such a way as not to wear out.

Col. Parker.—Yes, the value of cultivation and use of the voice upon the part of both teacher and pupil can hardly be over-estimated.

A pupil asked:—"Which has the greater influence, voice or bearing?"

"Both are important and both must be cultivated. The bearing is always present."

A pupil asks:—"What effect has bearing upon the voice?"

One pupil told a story of a teacher who went around with his hands in his pockets, and was imitated by his pupils.

Col. Parker.—You may carry to your graves dread defects in voice and bearing and never know it unless a friend tells you. How many times an otherwise capable teacher loses a good position, just because there is something about the voice or carriage of the applicant which is displeasing. The Delsarte system of expression which will be taught after the Holidays, will give you much light on the question of carriage, while your gymnastics, and Bell's Art of Visible Speech will be of service in your bearing and in voice culture. The importance of physical training cannot be too strongly dwelt upon. It gives the power to hold one's self, and to control one's self that nothing else can give. While here you are all on your drill ground. Now you have the opportunity to make yourselves strong physically, morally, intellectually, will you do it? If not, somebody is going down in the fight—a will surely come when he leaves.

"What are some of the great means of using the voice?"

Ans.—Reading, Talking, Singing.

Col. Parker.—In your preparation of lessons I would advise that you read aloud as much as possible,—read naturally, of course. The advantages derived from singing are many. What are some?

Ans.—Training the voice, Expanding the lungs, Cultivating the moral nature, Causing pleasant feelings.

Col. Parker.—From our talk to-day you perceive that I believe true teaching requires much and careful preparation, just as any other profession requires it. All that I can do is to set you to thinking for yourselves. I do hope you will get it put from your minds for ever, that any one can do more for you than to give you the conditions of your own activity. There would be more successes in this world if there were more who were willing to pay the price.—I. W. FITCH.

For the SCHOOL JOURNAL.

CULTURE CLUBS.

The American people prize more and more highly the pleasures that come from the cultivation of the mind. The acquisition of knowledge is prized more and more. People who were deprived of opportunities of gaining knowledge or mental culture in their youth are found to seek renewed occasions in their mature years. The women are throwing aside their fancy-work, and endeavoring by earnest study to acquire a deeper and broader culture. This desire is expressed by the formation of clubs for mutual improvement all over the country. The old time sewing-circles and quilting-bees, with their banquet of gossip, and the frolicking surprise-parties and dancing-schools are giving place among all but the illiterate to "Culture Clubs." Many teachers have been instrumental in instituting these clubs in country places where they are teaching, and a more worthy object could scarcely occupy their attention outside of school duties. There is no neighborhood or community in which associated efforts in matters of culture cannot be attempted with good results. We feel sure that every teacher who would make an earnest effort to organize and maintain such a club in his vicinity would realize much benefit from it himself and be instrumental in elevating the tone of the young people who have passed from beyond the reach of his influence in the school-room.

For the SCHOOL JOURNAL.

FIXED PRINCIPLES.

The teacher should put solid principles under his art; he should build his art on these principles. Most teachers will spend an hour studying to know a lesson—say in arithmetic, but give not a moment to studying the art of teaching the pupil when that lesson comes up. He trusts to luck, to inspiration, to anything. This accustoms him to admitting that teaching amounts to little; and when this point is reached that teacher's downward course is sure. The teacher should strive against this. He should study the lesson with reference to presenting the matter to the pupils.

One of the best examples to cite is the case of Matthew Arnold. This eminent man came to this country and proceeded to lecture before the American public. They heard him patiently and then said, "His matter may be good, but his mode of presenting it is bad." Mr. Arnold put himself in the hands of those who knew more about the art of speaking than he did, and it was soon seen that he was a better speaker. His mistake was that he over-estimated the matter and under-estimated the art of presenting it; a fault of most teachers.

The principles the teacher should keep in mind: Relate to (1) the pupil; (2), the subject; (3), outside circumstances; (4), the teacher.

(1). Begin at the pupils' stand-point. (2). Proceed from the near to the remote, simple to the complex. (3). Teach inductively. (4). See that with the knowledge comes ability. (5). Keep the thought before the mind until it is connected with the pupils' trains of thought.

(6). Accustom the pupil to work and to delight in it. (7). Review that the pupil may retain his knowledge. (8). Develop and recognize the individuality of your pupil. (9). Carry the pupil up on all sides. (10). Let every step be a natural step.

As to the subject matter itself, let the teacher (1) see that what is already known is firm—from this reach out. (2). Divide the steps to be taken into smaller steps, if needed. (3). Be sure to arouse the curiosity. (4). Refer frequently to established principles, or fundamental ideas. (5). Connect related subjects. (6). Go from the thing to its sign. (7). Go out in all directions.

As to himself, the teacher must (1) make his teaching interesting. (2). Throw life and energy into his work. (3). Make the subject palatable to the pupils. (4). Carry his skill to a higher point each day.

As to the surrounding circumstances, the teacher must (1) bear in mind the future of his pupil. (2). Constantly give general culture.

For the SCHOOL JOURNAL.

A SPELLING PRODIGY.

To learn spelling is considered in most schools as about all that could be imparted that is really valuable. While teaching in Onondaga County, over thirty years ago, I was told that a certain very ignorant man could spell any word in Webster's Spelling Book. Curious to see this phenomenon, I visited him. I found him a very ignorant man, indeed. He said he had never been to school, only to the spelling schools winters, "just to hear the boys spell." In these he had picked up his knowledge. Testing him, I found that he could spell *phthisic*, *plague*, *neighbor*, etc., but such words as *Bosphorus*, *Norwegian*—not in the book—he would not try on. Nor did he know the meaning of the words he spelled, unless those used in his daily talk. He could spell *molasses*, and tell its meaning by saying "it's what you put on buck-wheat cakes"; *neighbor* he defined as "the man who lives next to you on either side."

This man could neither read nor write nor compute in numbers except to put chalk-marks on his barn and cellar doors, to record the number of bushels of apples, potatoes and grain he had raised. To make figures to denote the weight of his hogs was beyond his attainment. Yet he said contemptuously to me, "I can beat your boys in spelling," inferring, as I thought then, that if he had gone to school he would have been a much better speller than he was then. It did not occur to me to say to him, "Your spelling acquirements are of no use to you." At an examination of my school by the town superintendent, a boy missed a word, and the officer could not avoid saying, as he did at other schools, "Why, my boy, there is a man in this town, who has never been to school, who can spell that word." I felt indignant, and rebled, "Yes, but he does not know the meaning of the words, and I do not think he should be held up as worthy of praise; I would rather know the meaning of words, if I could not spell them."

This was held to be heterodox at that time, but it is orthodox now.

For the SCHOOL JOURNAL.

THE TEACHERS' READING.

Some time since Supt. Greenwood asked a very pertinent question. What do the teachers read? This like the other questions propounded in the JOURNAL each month, has attracted attention. The letters are so numerous that we have tabulated the answers as well as we can. The main difficulty is that the reading is very widely spread, something like 80 titles being given. We select the more important ones.

The readers of educational books number.	240
" " journals.	800
Harper's Magazine.	75
Century.	55
Atlantic.	23
Chataquan.	15
Princeton.	4

Harper's Weekly.	"	7
Christian at Work.	"	8
Christian Union.	"	12
Weekly Globe.	"	6
Home Journal.	"	4
Ill. Christian Weekly.	"	8
Inter-Ocean.	"	17
Literary World.	"	15
Littells Living Age.	"	10
Magazine of American History.	"	3
" " Art.	"	16
Youth's Companion.	"	22
Nation.	"	7
Witness.	"	14
Tribune (Weekly).	"	24
North American Review.	"	4
Popular Science Monthly.	"	12
Springfield Republican.	"	19
Weekly Sun.	"	31
S. S. Times.	"	38
St. Nicholas.	"	54
Burlington Hawk Eye.	"	4
Toledo Blade.	"	11
Daily papers.	"	35
Wide Awake.	"	63

Few read educational books, perhaps one half of the entire number of those who answered had read an educational book. Some gave the names of the works. Page, DeGraff and Parker head the list. The readers of educational journals usually take two or three of these—one takes fourteen!

Besides the magazines and papers given here many give their local papers; some read agricultural papers not probably as subscribers, however. Several take fashion magazines. Then a large number gave a list of miscellaneous books the teachers are reading. Among them we find: Abbott's Young Christian, Carlyle's Frederick the Great, Shakespeare, Dickens, Macaulay's Histories, Hume's Histories, Irving's Works, Early Days of Christianity, Life of Christ, Hyperion, The Fur Country, Life of Garfield, etc.

1. It is plain the teachers are reading. This glimpse into their work is interesting, as showing the effort many a conscientious man is making to improve himself for his work.

2. The reading a teacher chooses will have much to do with his future. If he reads carelessly and miscellaneous he will stand still, to say the least; the probability is that he will go backward. An instance comes to mind.

A young man, a graduate of a normal school, would tilt back his chair evenings and read the daily newspapers for an hour or two. He gave up teaching and tried surveying, left that and became a book agent, and now is living with his brother. It is said of him, "he ran out" in these things, because he made no progress. At the same boarding house where he tilted back his chair, a hardware clerk spent his spare moments (note, the store was open evenings, he was employed ten hours in it) in reading a special class of books—those pertaining to the Bible. He even studied Latin and Greek. That man is quite a successful minister.

We now ask Supt. Greenwood "to close the debate" by proposing four lists of books. One for each of the four classes into which teachers who are not professionally prepared naturally fall. And finally a list for those who are professional teachers: Each list not to contain over twelve books.

A GENTLEMAN in this city lately inserted an advertisement for a female copyist at seven dollars a week; there were five hundred and fifty-four applicants. He also inserted one for a house-servant at three dollars per week with board, but only one replied. Financially the house-servant would be placed upon a more favorable footing than the other. The service of housekeeping is, however, socially proscribed. Other occupations which allow the evening for recreation are the only ones deemed genteel!

In ordering goods, or in making inquiry concerning anything advertised in this paper, you will oblige the publisher, as well as the advertiser, by stating that you saw the advertisement in the SCHOOL JOURNAL.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

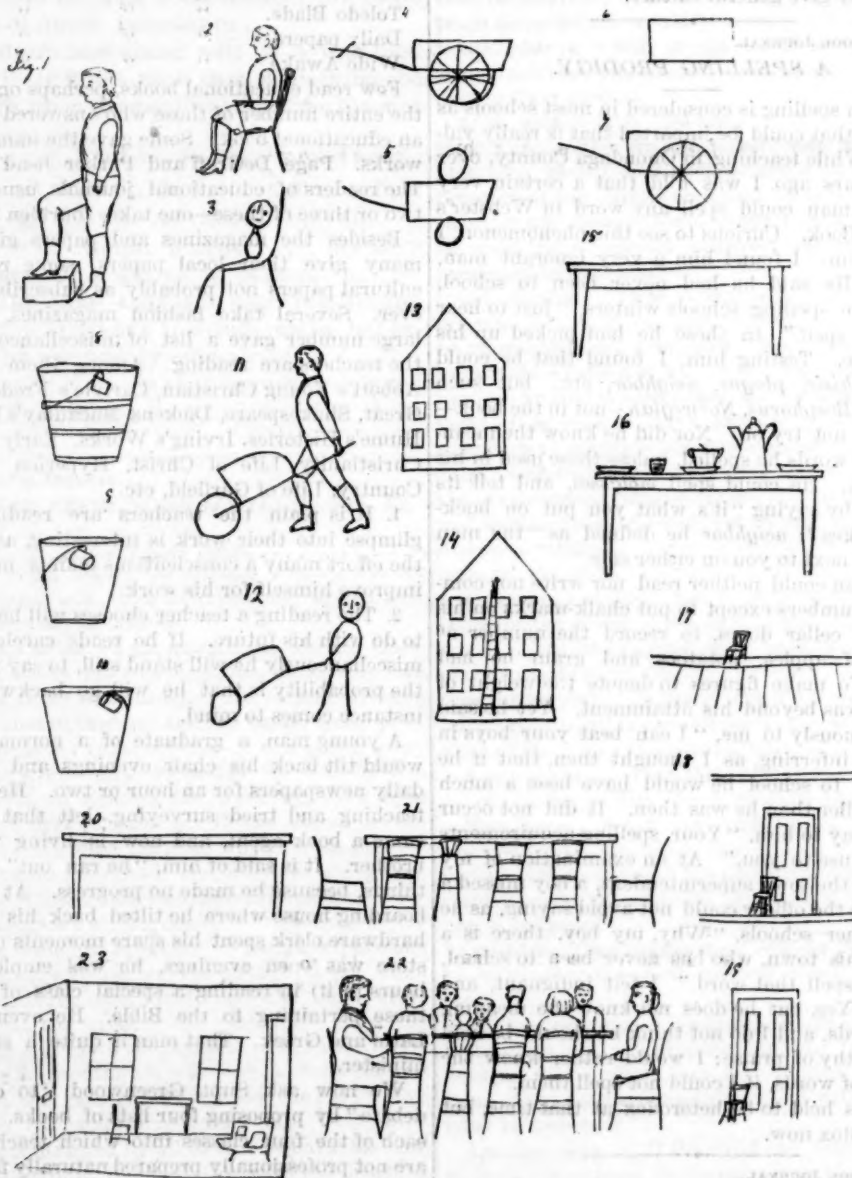
OBSERVATION CULTURE.

By F. ABORN, Cleveland, O.

NOTE.—The true index of skill in delineation is to be found only in the accuracy of the representation, and the progress that is being made under any method of instruction will be shown by a comparison of drawings. But it should not be forgotten that the development of the mental faculties, like the growth of the body, is seldom so rapid that the progress made in a day, or even a month, is measurable, and with the child constantly under our eyes, critical comparisons are discouraging. If the drawings that the children make to-day seem to be hardly any better than those they made a month ago, it cannot be considered as sufficient evidence that the greatest possible progress has not been made. We must be content with know-

of consequence. See the children's work, and commend it. Have the slates cleaned, pose another boy in a similar position, but facing another way, and repeat. Four poses should be drawn in twenty minutes.

NOTE.—The majority of people are so thoroughly convinced that to draw requires a "special gift" which they do not possess, that it is of the utmost importance that we avoid everything that can possibly tend to strengthen or to foster this belief in the minds of the children. Their work must be inspected and commented upon, and in this there is demand for consummate skill. Criticism there may be, but it would be infinitely better to have none, than that it should be so administered as to make the child shrink and seek to avoid it. At all hazards the inspection of the pupil's work should be of such a nature that he is grateful for it. By so doing we win his co-operation, without which we work against tremendous odds.



ing that our aim is wholly right and our methods at least not harmful. The highway to intellectual development is through well planned practice and experiment, while forced pottering inevitably results in mental stagnation. All that can possibly be done is to regulate the mental diet that the appetite be healthful. This we are aiming to do in these lessons, and if the desire to draw is naturally keen we can do nothing more, and we must be content therewith.

LESSON XVI.—POSITION.

Pose a boy as shown in fig. 1 and have the class try to delineate his position. When it is done call the attention of the class to the position of his feet. One is on a box and raised above the level of the other, and it should be so represented in the picture. That these pictures need labeling is of no sort

LESSON XVII.—POSITION

Pose a child as shown in fig. 2. Have the class try to delineate the position. The resulting drawing will be similar to fig. 3. Call the attention of the class to the fact that the head of the pose is higher than the top of the back of the chair and that the pictures on their slates don't say so. Have the slates cleaned, pose another child, and repeat. There should be at least four drawings in twenty minutes.

NOTE.—The number of points that the beginner is capable of comprehending is limited; and unless we are economical in their use, the exhaustion of available material will be more rapid than the growth of the understanding. In such an event the work must lose its freshness and become stale and uninteresting. For this reason the temptation

to point out more than one mistake in the same lesson must be resisted. One idea at a lesson is sufficient.

LESSON XVIII.—POSITION.

Let some one bring a small two-wheeled cart to school to be used as a model. Place it on the table as represented in fig. 4, and have it drawn.

Every child knows that the cart has two wheels and feels in duty bound to show the whole of both of them. The result, therefore, will be that most of the drawings will be similar to fig. 5. Explain briefly to the whole class that the model is a good sound cart, but the pictures tell about carts that are broken down. The pictures tell wrong stories. Have the slates cleaned.

With a view to helping the children to see how they may proceed systematically with a drawing, call attention to the fact that, as the cart now stands, they all can see one side of the box and that all may draw it. At this point turn to the board, and draw something like fig. 6, the children doing the same on their slates. Draw the nearer wheel in a similar way, fig. 7, and add the handle.

Have the children now observe the position of the farther wheel and draw it, without assistance. When this is done the teacher may take a seat at one of the desks and remark: "Now I'll see what I can find out. I see only half of the farther wheel. I see it below the box. I'll draw it." Go to the board and add the farther wheel, something, perhaps, like fig. 4. Commend the children. Turn the cart so that the handle points the other way, and repeat.

NOTE.—Because the steps in this lesson are given with some minuteness it must not be inferred that just this order or plan is essential to its success. I have only a mind to suggest what I consider as good a plan as any, and a teacher who chooses to give the lesson differently will do infinitely better than he who, with the book before him, attempts to follow literally the instructions here given. I would suggest, therefore, in this as well as in all other lessons, that the teacher read over the lesson the day before it is to be given, and when the appointed time comes, without reference to the paper, give it, hit or miss. Such a course will insure life and spirit at least.

LESSON XIX.—POSITION.

Place a common water-pail and cup (a waste-paper basket and sponge, or other similarly shaped objects will do as well) on the table, as shown in fig. 8, and have them drawn. As the pail is round, the picture position of the cup will be different for the different pupils. For instance, if fig. 8 would be a correct drawing from one part of the school-room, figs. 9 and 10, with equal truth, might describe it from other parts. And because of this, the wholesale method of treatment adopted in the preceding lessons is impracticable now. But, by shrouding the whole matter in a deep and solemn mystery, we may so rouse the curiosity as to induce a spirit of inquiry, the real value of which it will be difficult to overestimate.

As the children work, make encouraging comments here and there, and if one is found who, by any chance, has the cup in the right place (it matters very little at this time whether it looks like a cup or not) call his name aloud, as: "John has it right." But what "it" is, is still a deep and solemn mystery. After a few minutes change the seats of those who have finished, in order that they may draw the same objects from another point of view. Proceed in this manner for fifteen or twenty minutes, letting each pupil draw from as many different seats as possible. Whenever any pupil thinks that he has found out what the aim of the lesson is, he can whisper it to the teacher.

LESSON XX.—POSITION.

Pose a boy as if he were wheeling a very heavy load in a wheelbarrow, fig. 11. In this position the hands will be forced behind the body, but in the pictures every child will put the hands in front, fig. 12.

Call attention to this, have the slates cleaned and pose another boy in a similar position, but facing differently. Try once more. The drawing of each figure should not occupy more than five minutes.

LESSON XXI.—SIZE.

Have a short conversation about house-painting. Encourage some one to tell how it is done. When enough has been said to get the minds of the children in the best condition, have them try to draw a big house, and then draw a man painting it. Every one of the resulting drawings will represent the man as three or four times larger than any door or window in the house. Call attention to this and have the work erased. Now draw a large picture of a large house on the board, fig. 13, and let the children copy. When this is done draw the ladder and then the man, fig. 14. After this the children may try to draw a picture of a man painting a small house, and then, again, painting a very small house.

LESSON XXII.—SIZE.

Draw a long table on the board, fig. 15, and have the children try to do the same on their slates. Now tell a story and as each article is mentioned, draw it on the board and let the children copy. For instance, "This is the dining-table; we will set it for supper. We will put a plate on for Father, fig. 16. We will put a plate on for Mother, and a plate for me. We will put the bread plate by Father's place, the coffee-pot by Mother's place, and the sugar-bowl by my place. Observe the class at this point. They are very much interested in the story, but not one-half of them will be at work because they have no more room. And it is quite likely that the teacher may find it convenient to stop before reaching this point, for the same reason. The tendency is to draw too large. Erase the work at any point where this condition is found to exist, and try again.

LESSON XXIII.—SIZE.

Chairs are of all sizes and kinds and, like hills and houses, the size of the chair that is represented by a picture must be determined by the surroundings. To accomplish this, talk with the children about chairs. "How many ever saw a doll's chair?" Let the children try to draw one. When it is done the picture will be found to be so small that it can hardly be seen. Talk with them again and try to develop the idea that dolls' chairs are large enough to be seen and, in any event, the picture must be large enough to show what it is intended to represent.

Have the slates cleaned, and then show a picture (say six inches high, and near to the bottom of the board) of a chair, fig. 17, and let the children copy it. Talk about it and what it represents. Now draw a picture of a door directly behind the chair, fig. 18, and have it copied. The picture now represents a chair of the ordinary size because it is almost half as high as a door. Erase the door on the board and replace it with another and very much larger one, fig. 19. Have the children erase the door that they have drawn on their slates and copy the one now on the board.

NOTE.—Unless considerable care is exercised, the time for the lesson will be almost entirely consumed in the conversation. It should be ever uppermost in the teacher's mind, however, that interesting as the conversation may be, it will not bear the fact in on the child's mind as the drawing will. The conversation is only of use as a plow to loosen mental soil. The drawing sows the seed, without which there can be no fruit.

LESSON XXIV.—SIZE.

Start a conversation about Thanksgiving-day or Christmas. Develop the idea that there are feasts when a good many people give large dinner-parties. Tell a story, perhaps, about going to grandpa's to dinner. Draw on the board as the story progresses and allow the children to copy. Proceed about as follows: "We will go to grandpa's. There will be grandpa, grandma, Uncle John, Aunt Mary, Cousin Fred, Father, Mother, the Baby, and Mr. —. Nine of us. We will need quite a long table." Draw a table on the board, fig. 20. Draw a chair for each person as they are named fig. 21. Grandpa's chair we will put at this end. Grandma will sit at the other end. Mamma will sit next to grandpa. Father

may sit next to grandma. We will put the Baby by mother. I will sit next to father. Aunt Mary, Uncle John and Cousin Fred will sit on the father's side of the table, so we will not draw their chairs. Before reaching this point it will be found that the proportions are wrong. There will not be room enough at the table for all the people. Erase the work and try again. Before closing the lesson, however, seat the people, one at a time, in their respective chairs, fig. 22.

LESSON XXV.—SIZE.

By a short conversation, develop the idea an ordinary room is like a box. Draw a rectangle on the board to represent a box and have the children do the same on their slates. Talk a little about the articles of furniture that are usually found in a kitchen, perhaps, and as each article is mentioned draw it in the outline on the board, the children copying, fig. 23. Pretty soon there will be no more because the kitchen is too small. Erase the furniture, being sure to leave the outline, the children doing the same, and begin again. So proceed to draw large and small kitchens in the same outline.

NOTE.—In such lessons as the preceding, it is highly important that everything should be done to fix the idea that the size of the object represented depends upon the ratio between the size of the outline and the size of the furniture. For this reason the first outline should be preserved. But every child will be found to insist on erasing the whole thing each time, and thereby seriously interfere with the success of the lesson. How best to reach this is a serious question. It is never best to have a pupil do anything simply because he is told to, but rather because he wants to. Every one will save himself work if he can and there is always a strong tendency to follow the lead. Therefore it is better to set the example on the board, and casually to remark, "Well, John has learned something. He does as I do. He don't rub all his figure out. He keeps the outline. He will see how to work," etc.

For the SCHOOL JOURNAL.

RESOLVED, 1884.

1. That I will make a few good resolutions for 1884 and keep them.
 2. That I'll be a man rather than a mere workman.
 3. That I'll read daily some solid, standard literature, as well as the special literature of my profession, both theory and practice.
 4. That I'll magnify my special work as teacher or what not.
 5. That I'll avoid confining ruts, and stop mere imitating.
 6. That I'll think nothing good, or bad either, because of its mold of age, or its smell of new paint, prove all things and hold fast that which is good.
 7. That as teacher I'll "pour in" less and "draw out" more.
 8. That I'll govern not at all by outward force, but by planting force within for self-government.
 9. That to this end, I'll first and last govern myself.
 10. That I'll make and follow my program of work more faithfully than ever.
 11. That I'll cultivate in myself and my pupils gentle tones, but distinct articulation in and out of school.
 12. That I'll be a power among the people and not a mere despised servant of everybody.
 13. That my professional birthright shall not go for the mere mess-of-pottage of salary. Therefore, I'll have and express honest opinions of the men and measures, even of boards of education, who may happen to employ me, and assume to dictate to me when their ignorance or their selfishness make them unfit or corrupt judges.
 14. That I'll work for and with the members of my profession, at the institute, the convention, and in the columns of the educational periodicals. I will give and take freely both of ideas and necessary material help.
- And to the faithful keeping of these resolves for 1884, I give my heart and hand and fix my seal and signature.

For the SCHOOL JOURNAL.

PLANT LESSONS.—NO. II.

BY ANNA JOHNSON,
GERMINATION.

When the bean, corn, and other seeds have started sufficiently, let the children pull up some of the little sprouts and notice for themselves what has taken place.

How many parts do you find? Where has one part grown? Who can give it a name? Where has the other part grown? What shall we call that? If they fail to give the term stem, ask what they see on it. Point to the leaves of a large plant and ask what part of the plant they are on. Name the parts of the little plant.

How many leaves do you see on the bean plant? See if all the little plants have two leaves. Which ones do you find with only one leaf?

Distribute soaked beans and corn. Ask them to open the seeds. Into how many parts does the bean divide? Into how many does the corn? Cannot any one divide the corn seed? The teacher may try. What is the matter? How many think it can be divided? How many parts has the bean? How many leaves does it first have? How many parts has the corn? How many leaves does it at first have?

What have we just learned about seeds? State: "Some seeds divide into two parts, and some seeds cannot be divided. The seeds that divide have two leaves in the beginning, the seeds that do not divide have but one leaf at first."

Where was the food of the baby plant stored away? Where does the little plant get its food now? How does the plant get its food from the earth? How can the root get the food? How do we take our food? See if you can tell where the little mouths are in the root? Let them look at the ends of the roots through a magnifying glass.

Have some very small pieces of sponge tied on to strings and the strings tied together, dip the ends in water, and show how the sponges suck up the water. Tell them that is the way the root gets its food from the earth, that the ends of the roots are like sponges, and are called spongioles.

Associating them with the sponges will help them to remember the name. What name do we give to the little mouths in the roots? In what part of the roots do we find the spongioles?

THE STUDY OF GRAMMAR.

Many teachers have come to the conclusion that grammar should never be studied no matter how advanced the pupil might be. This is a mistake. The *Cleveland School Bulletin* gives several excellent reasons for its study.

1. English Grammar, well studied, puts the student in possession of many important facts concerning the English language. The student thus adds to his stock of information. Irregular as our language is, there is still a science of English Grammar; and this science the pupil should not pass by.

2. Grammar will give the pupil a kind of discipline that he cannot gain in any other way. Distinctions of words and forms, idioms and constructions, are important in themselves; and the nice observation of them develops a critical faculty that cannot be obtained from mathematical or scientific studies.

3. Grammar should be so taught as to improve the pupil's use of language. Even if a pupil has a good command of words, forms, and constructions, there are still some things that he must learn by rule and practice. He may by imitation pronounce his plurals and possessives correctly, but he cannot thus spell and write them. But in the cases of the majority there are numerous errors of speech that spring from association, and that can be rooted out only by persistent criticism and correction. Some of these are errors of Etymology, and some errors of Syntax. Hence the teacher of grammar should pay much attention to the practical side of the subject: the grammar study and the language lessons should run beside each other. Moreover, the teacher must not be content with mere corrections

of errors. In the discussion of false forms, four steps may be noted: the error, the reason why it is an error; the correction, and the reason why the correction is made. This method of teaching will tend to these results:

(1). Pupils will become observant and critical of errors both in literature and in oral speech.

(2). They will become observant of their own errors, spoken and written.

(3). They will show the fruits of their study in improved practice in the use of language, and will thus aid in removing the current reproach against the study of grammar. As respects themselves, the language of pupils will become more conscious and more grammatical. A cultivated second nature will, in a degree, take the place of the spontaneous first nature; and this second nature will be developed all the more rapidly if technical grammar is accompanied by studies in language and literature, as should be the case.

ESSAY WRITING.

BY ANNA J. HARDWICKE, Lexington, Mo.

Yes, there was no disputing the fact, composition day was the bugbear of most of the fifty pupils in Grade 1 of the Prosperita public schools. Though a new teacher had come to them that week, and though they liked her exceedingly, yet now at 3 P. M. on Thursday they were determined to be pleased at nothing, for did there not lie before them the necessity of writing an essay before they left school that afternoon? Miss G. took in the situation at a glance and gave a little sigh of relief to think she was not only forewarned but also forearmed by a thorough preparation of her subject.

"Class, give me your attention, please. Julian, you may rise. If I were to write an account of Julian's life, telling all I could discover about him from his birth to the present time, giving you an idea of his character and personal appearance—should I publish this in book form, what would my volume be called—a treatise, a novel, a biography, a history, or a work of science?"

Thirty hands went up to give the answer, "A biography."

"What is a biography? You may answer, Lelia."

"It is an account of a person's life and character."

"That is right. Charlie, select some one from the class who, in your opinion, can write an interesting biography." "Flora Thomas." "Now, Flora, whose biography will you write?" "Jennie Mitchel's." "Place on the board the name of your book." Flora wrote: "A Biography of Jennie L. Mitchel, by Flora M. Thomas."

"What is Flora to tell in this work of her's, Max?" "The date and place of Jennie's birth, her parents' names, and just everything she knows or can find out about Jennie's life and character."

After the most listless scholars had been roused to select subjects and name the books they were supposed to compose, Miss G. asked: "How many of you ever read a biography or can give me the name and some information of one?" Among the twenty answers that came, the best were: "I've read part of Boswell's Life of Johnson; father says it is the best biography in literature." "Irving has written one of Washington and one of Columbus." "I think Lockhart's biography of Sir Walter Scott is as good as anything of the kind can be, for, being his son-in-law, Lockhart had fine opportunity to collect information." The reply that excited most amusement was: "I've read ever so many lives of the James boys, Billy the Kid, and Guiteau;" but a few earnest words dropped at this point by Miss G. turned the smiles to fixed attention to the truths she uttered.

"But, class, did you ever hear of any one writing his own life?" Answers to this came more slowly, but a thoughtful boy finally spoke: "I have read something about the wonderful education John Stuart Mill had, and it seems to me he himself wrote the account. Didn't he publish his

whole life?" "Yes, you are right. Has any one else another to give?" "I noticed in a paper the other day that Anthony Trollope, who recently died, left an account of his life," answered another. "And 'Aurora Leigh' tells her own story, though, of course, Mrs. Browning really writes the poem," replied still another.

"Fred, what would you call your book if you wrote your own life—a biography?" "Yes'm, I think so."

But a few hands were up to correct the mistake and give the word wanted, "autobiography," which was written in large letters on the board. "Do you think it would be difficult to write your autobiography, Jennie?" "No, Miss G. I think that is the easiest subject one could choose." "Why?" "Because, if we know anything, it is our own history." "Can some one give me another reason?" "We like to talk or write about ourselves—it is human nature."

"Well, let us imagine now that George (the laziest-looking boy in the room) is on the point of writing his autobiography, and he has asked us to assist him in his outline; what shall we place as the first point?" By skillful questions she not only kept the entire room in rapt attention, but without suggesting a single topic herself, led them to make the following analysis:

- | | |
|----------------------------------------|--------------------------------|
| I. Full name, date and place of birth. | Autobiography of George Leigh. |
| II. Parents,—name, occupation. | |
| III. First remembrances. | |
| IV. Where educated. | |
| V. Personal appearance. | |
| VI. Favorite occupation. | |
| VII. Moral character. | |
| VIII. Plans for the future. | |

"Now, pupils, you have your essay subject before you. I wish each to write an account of his own life, developing all the points you have mentioned in your outline. It is customary to begin such sketches with a sentence something like this: 'I, George Leigh, was born in Portland, Maine, May 20, 1868.' At work, class." For the remainder of the division nothing was heard but the busy motion of pens, nor were there to be seen the knit brows and despairing countenances of those waiting for a thought to recur to them. The subject was one on which they could write, of which they knew something. In short, that day's work was a most pleasant surprise to the pupils, and a no less pleasant victory for the teacher; it was the beginning of a new era in composition writing in Room 1. Draw, your own moral, and go ye and do likewise.

NEWS OF THE WEEK.

Jan. 16.—A resolution was presented in the Senate proposing an amendment to the Constitution prohibiting the sale of intoxicating liquors. Petitions for such an amendment signed by many thousands were presented.—A bill amending the Electoral Count law passed the Senate.—Texas is harassed by bands of small cattle raisers who go about destroying the fences of those who own large tracts of land. These depredations have been carried on to such an extent that the Legislature is obliged to take the matter in hand.—The Koster Grammar School-house of Boston was set on fire by one of the girl pupils during school-hours. The fire was discovered and extinguished before it had made much progress. The girl is said to have a mania for setting buildings on fire.

Jan. 17.—The Senate passed a bill appropriating \$1,000,000 for immediate use in continuing the Mississippi River improvements.

Jan. 18.—The Senate rejected the Mexican treaty by a vote of 30 to 20. [What is the object of the Mexican treaty?]—The House spent nearly the whole time over the dilapidated Fitz-John Porter bill. [What is the object of this bill?]—The steamer City of Columbus, bound for Savannah, was wrecked off Gay Head, south-western extremity Martha's Vineyard, at 3 P. M. Of 126 persons on board 104 were lost.

Jan. 19.—The House met to debate the Fitz-John Porter bill.—The danger to Khartoum increases. England still hesitates about the amount of assistance to be given to the Khedive.

Jan. 20.—The number of lives lost by the City of Columbus disaster is now put at 97. Ten who were reported lost have been found.—An inspection has been made into the child-labor of New Jersey. It is found that thousands of children who have never been to school are employed in factories.—It is reported that there has been a massacre of Christians at Khartoum.—\$1,000 in gold was found in a hollow log by a young farmer in Bellaire, O.

The oldest horse in New York State, or America probably, lives at the Staten Island almshouse. His coat which was once iron-gray is now white and he has not a tooth in his head; he is fed on soft food. His age is 42 years, beyond a doubt. He is called Old Turk. He was once a king of the turf and was owned by Captain Jacob H. Vanderbilt.

THINGS TO TELL THE SCHOLARS.

AN UMBRELLA A MILE WIDE.—The city of Buenos Ayres has received a singular proposition from two German mechanical engineers. They offer to cover the city with a huge umbrella, the base of which is to be 670 feet in diameter, the height 1,500 feet, ribs of cast iron, 31 inches in circumference and 8 feet apart, and lining of wrought iron one and a half inches thick. The great thing when raised will be one mile and a half wide. Around it will be a canal communicating with the Platte River, to carry away the water that might overflow the city. The work is estimated at the modest sum of \$5,750,000.

THE remains of Commander De Long and his comrades of the Jeannette expedition were borne in procession through the streets of Irkutsk on the 21st of Dec., escorted by a detachment of troops. A multitude of people joined in the cortege. Many wreaths were placed upon the coffins, and printed copies of poems describing the exploits and unhappy end of De Long and his party were distributed among the crowd. It is expected that Lieutenants Harber and Schentze will arrive at this city about the middle of February with the remains of Captain De Long and the ten comrades who perished with him.

A TRIUMPH OF SCIENCE.—In Wilkesbarre, Penn., Jan. 10, for the first time in the history of coal mining in that valley, a shaft was successfully sunk through the quicksand on the banks of the Susquehanna River. It was a dangerous piece of work, and many predicted a failure, but it was accomplished at last. About noon one of the sinkers struck bed-rock, which was the signal for general rejoicing by all those employed in the dangerous work of sinking the shaft. A piece of the bed-rock was at once sent to Wilkesbarre for examination, and many coal operators at once repaired to the shaft to share in the triumph. Over a year has been spent in the prosecution of the work, requiring an outlay of hundreds of thousands of dollars.

H. B. GURRIER, of Illinois, said that in a few years, by ridding himself of the more unproductive cows, and changing from summer to winter dairying, he increased the butter yield of his herd from 150 to 266 pounds of butter per cow, and the net profit from \$15 to \$45 per cow—an increase of 200 per cent. in the profit. For the year ending June 1, 1880, the gross income from his dairy was \$83.62 per cow, and the cost of keeping \$37.50, leaving a profit of \$46.12 per cow. The annual value of the butter product of the United States is estimated to be \$352,000,000; of the cheese, \$36,000,000. At a recent sale at Kansas City 13 Aberdeen Angus cows and heifers fetched \$9,630, an average of \$741 a piece; and 37 bulls \$11,725, an average of \$442. One cow was sold to a Canada firm for \$2,000.

(Here are good subjects for the boys and girls to learn about.)

GOLDEN THOUGHTS.

[These can be used by the live teacher after morning exercises, or they can be written out and distributed among the class, or one may be written on the black-board each day.]

To see what is right and to do it not is want of courage.

WHEN thou feelest a disposition to sin, seek a place where God cannot see thee.—LOKMAN.

'Tis greatly wise to talk with our past hours, and ask them what report they bore to heaven.—YOUNG.

HARD words are like hail stones in summer, breaking down and destroying what, if melted into drops, they would nourish.

EARTH is our work-house, and heaven is, or should be, our store-house. Our chief business here is to lay up treasures there.

No one loves to tell a tale of scandal but to him who loves to hear it. Never make your ears the grave of another's good name.

Do not look for wrong and evil.—
You will find them if you do;
As you measure for your neighbor
He will measure back to you.

EDUCATIONAL NOTES.

NEW YORK CITY.

AMERICAN ART UNION.—The permanent exhibition is now ready at the galleries of the Union, 44 East 14th street. One hundred and eighty-six pictures are hung,—etchings, oil and water-colors. As the membership embraces the leading artists of the city, the exhibition is a valuable one, and as fast as the pictures are sold, others will be supplied by the same artists. There are interesting works by Julia Dillon, "Roses"; Edward Gay, "Norway Scene"; H. Bolton Jones, "Late October"; T. W. Wood, "Taking Toll"; H. P. Smith, "Off Newfoundland"; J. F. Cropsey, "Greenwood Lake"; Arthur Parton, "Fair Pastures." The Art Union has been established "for the general advancement of the fine arts, and for promoting and facilitating a greater knowledge and love thereof on the part of the public." To accomplish this a variety of projects are proposed, and one of them is the above mentioned exhibition, which is well worth a visit.

REPRESENTATIVE PAINTINGS.—The pleasant rooms of the American Art Gallery are filled with representative paintings by American artists. Although a good number of our best painters are among the exhibitors, many familiar names are absent. Arthur Quary has a large canvas with his usual subject, "The Sea," very brilliantly treated; but we think Mr. F. H. de Haas' colder and more subdued water scene much more true. Carroll Beckwith has an exquisite, almost full-length, girl figure, "Cordelia." Thomas Moran and Edward Gay have each selected sunset skies for a theme, different they are in style, but each interesting. Charles M. Dewey has a landscape; A. F. Briocher several water-colors not up to his usual standard; Walter Blackman's "Ideal Head" is noticeable; George De Forest Brush, of the Art League, has "An Indian Camp in Winter"; J. G. Brown's "Dropped In to See the Widow," is characteristic; S. J. Guy's "Open your Mouth and Shut your Eyes," depicts one of the happy moments of childhood.

MME. HOPEKIRK'S RECITAL.—The third in the series of Mme. Hopekirk's series of piano-forte recitals at Steinway Hall, took place Thursday afternoon, Jan. 17. An interesting program contained several selections that are often overlooked by concert players, yet are well-known and loved by every student of any capacity. Beethoven's grand Sonata Approximata was the brilliant around which the other gems were clustered. The next recital is announced for Jan. 31st. As this is the last time probably during this season that Mme. Hopekirk will be heard in an entire program, the opportunity should not be overlooked.

PHILHARMONIC CLUB.—The third in the series of delightful concerts which this delightful combination of solo talent are giving at Chickering Hall, occurred Jan. 15. The program opened with a trio by Chopin for piano, violin and cello. Mrs. Agnes Morgan, Mr. Richard Arnold and Mr. Emil Schenck. Mr. Max Heinrich sang several songs by Schubert and Jensen. Mr. Eugene Wiener played a flute solo, and a quartet by Schumann for two violins, viola and violoncello closed the evening. At the fourth concert, Feb. 12th, Mr. S. B. Mills will be the soloist.

ELSEWHERE.

MARYLAND.—Baltimore has a new training-school. It begins with a capital of \$7,000.

PENN.—The Snyder Co. Institute met at Middleburgh, Dec. 26, and interesting exercises took place. Pupils of twenty-three schools sent in exhibits of their work.

NATIONAL AID.—Dr. Mayo says: "There are in the South, 4,000,000 whites under twenty-one; of whom nearly half have never attended any school. In many States the schools, such as they are, are open only three months in the year."

BROOKLYN.—Free school-books proves to be an agitating subject. It agitated the Board to legislate for it, the Mayor to approve it, the Finance Board to make the necessary appropriations, and the tax-payers who have to foot the bills. A few people are agitated because of the imputation of poverty as a condition of using the books. Brooklyn now is agitating the question of using the old books until very low terms can be got from the publishers, or the appropriation is increased. It is in the direction and interest of true economy for the City to buy the books for the children.

OSWEGO.—A Kindergarten training department was established in connection with the Oswego State Normal and Training School, both for the training of Kindergarten teachers, and for the purpose of affording all the teachers in training in the normal school an opportunity to study more fully the characteristics of the chil-

dren, by observation in the kindergarten, and by a discussion of the principles involved in kindergarten work. In the School of Practice a study is made of the principles and methods of Pestalozzi and in the Kindergarten, the principles and methods of Froebel. The true relation of the Kindergarten to the public school will be made a special study, and the connection between the Kindergarten and the public school shown.

MAINE.—D. R. Locke says in the *Toledo Blade* that prohibition does prohibit. Of certain villagers he says: "They go to Portland, a distance of six miles, and buy a jugful of rum. They leave their wagon in the open country at the outskirts of the village, and wait till long after nightfall, and make their way across lots to their homes with the contraband stuff. Their customers drop in one at a time, and take their drinks in the kitchen where it is concealed. Two dare not enter the house together. To separate, to isolate the drinkers, is to kill drinking for anybody except those in whom the appetite is too strong to be resisted."

BOSTON.—Supt. Beaver urges a public training-school where boys shall be taught the use of tools, to go side by side with the high schools. The Winthrop school for girls has tried teaching girls to cut and make clothing with great success. The sewing hours did not interfere with the other work, and the girls who received this instruction were able to get good places as seamstresses, while those who had been through the full course of study, and then graduated at the normal school, were not able to find work of any kind. Principal Swan is so enthusiastic over this experiment that he now wants to add a cooking school.

ATLANTIC CO., N. J.—During the past year the Co. Supt. has said and done much to have every teacher in the county take or read one or more educational journals. He says "Of the seventy-eight teachers, all but five took at least one, and some two or three educational journals. This has been a great benefit to the teachers and schools. If the teacher is too poor to take one himself, the trustees should take one for him, and if he is too lazy to read it, the trustees should get another teacher." He adds: "There is a class of teachers, I must name 'tramps,' who go from one county or State to another for positions. They stay in one place long enough to show their utter disqualification for the work, then are turned away, take up their satchels and tramp to some other place where they are unknown."

BUFFALO.—Supt. Crookes is in favor of abolishing the "district system," and making the whole City into one district (as in N. Y. City). Buffalo has 35 districts, and the plan is to have as many grammar as primary schools, while 30 per cent. are in the former and 73 per cent. are in the latter. He asks for more schools for the primary children. He says: "By the present system many teachers are spending their time with a class of two or three higher grade pupils, that could be more profitably spent with a class of twenty-five." The Buffalo Commercial says on this subject: "In the one case scholars of the same grade are concentrated and the classes kept full; in the district system they cannot be. In the lower primary grades one teacher is required to care for from 40 to 60 children, crowding being necessary on account of insufficient accommodations. The proposed remedy is to abolish the present districts entirely and establish eight or ten grammar schools in various parts of the city, and a sufficient number of primaries, possibly fifty, to properly accommodate those desiring to attend."

ARKANSAS.—Your Arkansas correspondent signing himself "Experience," misrepresents our State and people, but, probably, unintentionally. I regret that our teachers do not all subscribe for and read the JOURNAL, for I regard it as the best educational publication for our teachers that I know. In Lonoke we have a little town whose population in 1880 was 659. Our colored school has enrolled this school year over 70 pupils, the white considerably over 300. (The district includes territory outside of the limits of the town.) Our town five years ago subscribed \$10,000, secured by first mortgages on real estate, to supplement the school fund. So we have a good graded school with an average of seven teachers and a constantly increasing attendance; our attendance for this year, white and colored, will exceed 400. The subscription will be renewed, I think I am safe in saying, as already there is over \$5,000 on the books, which have been opened but a very few days. School houses are springing up in almost every county that are an ornament to the towns, and evidences of the devotion of the people to the cause of public education. These sums were not given from the coffers of wealth nor storehouses of abundance, but contributed freely and cheerfully from the daily earnings of laboring men, men who have firm faith in God, strong faith in the education of the whole people.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:
1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.

The matter of nomenclature as to grade is important to every superintendent or principal who desires to know what is going on in schools besides his own. There appears to be no uniformity. I think the plan proposed by you of, "1st year," "2nd year," etc., is the correct one; but think "1st year" should mean the first school year of the child. Such a method carries with it its own explanation. One who was told that a pupil was in the 5th year, would understand at once that four years of the child's school life was past, and the fifth in progress. When you visit a school now and are told that a certain class is "D Intermediate," you are compelled to ask how the school is graded, how many classes in the intermediate department, how many in the primary before you are able to determine how many years the pupils have been in school. Having thus got your bearings, you are in a position to compare the class with those classes of the same grade within your knowledge. Is it not a useless bother to give the same thing a dozen different names, and any one name does not mean the same thing in two places? Would it not be a proper subject to urge upon the attention of the National Association soon to meet at Washington?

Yonkers, N. Y.

CHARLES E. GORTON.

[The objection to this plan is that the school life begins at different years; in this city at the 6th year, in others at the 5th, in others at the 4th.—Ed.]

How long should it take a class of students from 17 to 20 years of age to learn well what is in Steele's Fourteen Weeks' Course in Physics? If the name implies anything, Steele evidently means that it should be done in fourteen weeks. I have seen classes worry over it twenty to twenty-five weeks, and I have come to the conclusion that with intelligent teaching, it should not have taken so long.

LENA.

[These admirable books have the name "Fourteen Weeks" given them not because it takes just fourteen weeks to finish them, but because the academic year in very many schools is just forty-two weeks long; and is divided into three terms of fourteen weeks each. One of these terms was devoted to Botany, one to Chemistry, etc. Now some pupils are prepared to enter on the study of Physics, and can move along rapidly; others are not prepared, and it requires a longer period.—Ed.]

I most heartily endorse the many words of approval sent you from all parts of the Union. The people desire it.
M. C. BRECKENFIELD.

We have only just now received our salaries for the greater part of the year's service. Please accept thanks for sending the JOURNAL right on.

Where can I get a copy of "The Grube Method of Arithmetic?"
L. V. S.

[We can send one for 30 cents.—Ed.]

Is it against the law for persons to carry or deliver sealed letters that have not passed through the P. O?
S. E. C.

[We understand that it is only against the law to carry such letters as a matter of business. Any postmaster will enlighten you fully from his printed decisions of the P. O. Department.—Ed.]

Please tell me of some work on music which would assist me in teaching it in a grammar department; also one or two of the best collections of school songs?
MATTIE L. VOLEY.

[1) Write to D. Appleton & Co., N. Y. City; (2) "Golden Robin," by O. Ditson & Co., Boston.—Ed.]

Will some expert in the use of arithmetical signs work and explain the following:

$4+12=?$ what? (nonsense.) $18+3+6+4-1=?$ what? (47.) $7+12+3+2=?$ (22) $5+12+6+2=?$ (31) $6+4+3+4+2+3=?$ (22) $6+5+5+7=?$ (23) $6+4+3=?$ (13)

W. A. K.

[Employing the signs in their regular order—as there is nothing to indicate any other use of them—we obtain the answers as inclosed in brackets above.—Ed.]

I want to thank you for this week's JOURNAL. It grows better and better. This one before me (Dec. 22) is worth the price of one year's subscription.

L. H. MURLIN.

EDUCATIONAL MISCELLANY.

GEMS FROM BEECHER.

(From one Sermon.)

"Don't oppress a man because his ignorance does not yet keep pace with your intelligence."

"If a man thinks in his conscience it is a religious duty to wash his hands every time he sits down to a meal, he is squandering his conscience on an external object that is no more consequence than is a buckle or a strap on a horse."

"You are not to meddle with other men's consciences."

"Have your own way, you that keep Sunday and you that don't: only, whatever you do, let it not be with carelessness or indifference; look into it; come to a decision and then stand by it."

"In the family and in the Church there are two ways of governing. One is to teach the children to govern themselves, and then you save them; the other is to do all the governing yourself, and then you lose them."

"It is said that ministers' children are the devil's grandchildren. I don't believe it."

"There is a good deal of conscience whipped in through the skin."

"Make men think, and give them liberty to think; make men choose and give them liberty to choose."

"Men don't like to think. It is work, and nobody likes work. Prof. Stuart says that laziness is two-thirds total depravity. I will throw in the other third."

"The symbolization of the cross has ceased to inspire any idea of suffering. What idea has she of suffering upon whose bosom rises and falls a diamond cross?"

"In Paul's days, men's liberty could have been symbolized by a fly in a spider's web. They had liberty to buzz a little while, and that was the end of it."

"In our day, which is the right church? I know which it is—it is the church that makes folks live most nearly right."

"How to adapt statements so that they shall meet the top and the bottom and the middle men in society, is one of the greatest puzzles in preaching the Gospel."

"Don't make your conscience the law of other men's consciences. I think the next greatest evil to not having a conscience is to have one. A man without a conscience is like a jelly-fish on all moral questions—not even crustaceous. And yet see how men carry their consciences. That which is right to them they think is right to everybody else."

"Some men keep a whole stable full of consciences for livery; they let them out to other men."

"In all your pleasures and in all your liberties, you are not to go tramping like an elephant through a chicken-yard, crushing everything that comes under your ponderous feet. Your knowledge and your liberty are not to work destruction to others."

"I have a right to drive my horse, if I have one to drive—which, unfortunately, I haven't now—at ten miles an hour along the driveway; but if I meet a little miss in her curriole, and my horse frightens her and he runs away, I am not a gentleman, to say nothing of a Christian, if I drive in that way."

VALUE OF OBSERVATION.—Cultivate the habit of observation until it becomes fixed, and you will never be at a loss for employment for your thoughts. Every person you meet will afford food for thought; every event of prominence, and every object of nature will be the means of intellectual development. Observation is the habit of thinking and reflecting upon what is seen. The habit of observation does not consist in seeing the greatest number or the greatest variety of objects, but in seeking the peculiarities of the objects presented, inquiring the causes, learning the effects, and tracing the connections or circumstances of each event or object with another. In this way the intellectual powers acquire new strength, greater freedom and a more full development.

New Books, January, 1884.

D. APPLETON & CO., NEW YORK.

Guide to Mexico. Alfred Conkling. 12mo. \$2.00.

Including a chapter on Guatemala and an English-Spanish vocabulary, railway map, and numerous illustrations.

English as She is Written.

Showing the astounding uses to which our language may be made subservient.

CHARLES SCRIBNER'S SONS, NEW YORK.

Luther. James Anthony Froude. (Paper.) 80 cents.

A short biography reprinted from the *Contemporary Review*.

J. B. LIPPINCOTT & CO., PHILADELPHIA.

Wisdom, Wit, and Pathos of Ouida's Works. F. Sidney Morris. \$1.50.

Containing only the best from the works of this popular authoress. Irreproachable in moral tone, and powerful for good.

Hope's Heart Bells. A Novel. By Mrs. S. L. Oberholtzer. 12mo. extra cloth. \$1.25.

A romance of domestic life, pleasingly told.

Rosehurst, or, The Step-Daughter. A Novel. Mrs. Annie Somers Gilchrist. 12mo. extra cloth. \$1.50.

"The construction of this romance is really artistic, and it is a pleasure to read so good a story told in such excellent English."

Frescoes. A series of dramatic stories. By "Ouida." 12mo., cloth. \$1.25.

Containing many pretty and artistic touches of human nature, which betray the extreme cleverness of the author's hand."

LEE & SHEPARD, BOSTON.

The Boys of '35. Edward H. Elwell. \$1.25.

"One of the most entertaining juveniles ever written."

What Shall We Do with Our Daughters? \$1.25.

A summary of Mrs. Livermore's ideas on the social position of women. Every woman should read it.

Life At Puget Sound. Caroline C. Leighton. \$1.25.

A fine description of the primitive condition of that remote corner of our territory.

LEACH, SHEWELL & SANBORN, BOSTON

AND N. Y.

Lessons on the Human Body. Orestes M. Brands.

A valuable elementary treatise on physiology, hygiene, and the effects of stimulants and narcotics on the human system.

Plane and Spherical Trigonometry. Webster Wells.

Comprising in a small space a great deal of decided value.

GINN, HEATH & CO., BOSTON.

Methods of Teaching and Studying History. G. Diesterweg and others.

Of great value to teachers.

HARPER & BROTHERS, NEW YORK.

Edward Bulwer, Lord Lytton: His Life and Letters. edited by his son. 12mo. cloth, \$2.75. Paper, in two parts, 20 cents each.

Illustrated with portraits, engravings, and fac-similes of MSS. Written with singular frankness, and highly interesting.

The Bread-Winners. A social study. 16mo. cloth. \$1.00.

A great popular success, by an unknown author.

Round the Galley-Fire. W. Clark Russell. 4to., paper. 15 cents.

By the author of that stirring tale, "The Wreck of the Grosvenor."

Old Mexico and Her Lost Provinces. William Henry Bishop. 12mo., cloth. \$2.00.

A journey in Mexico, Southern California, and Arizona, by way of Cuba. With numerous illustrations. "A vivid and graphic picture of our neighbor republic."

The History of the Discoveries of America. Arthur James Wayne.

A large octavo volume, with maps presenting the most important and verifiable information of what was known of the Americas respecting the continent and islands in the Western Hemisphere.

JANSEN, MCCLURG & CO., CHICAGO.

Times of Charles XII. Z. Topelius. \$1.25.

This is a spirited translation from the Swedish, describing in a remarkably entertaining manner the career of that remarkable man.

T. Y. CROWELL & CO., NEW YORK.

Chips from Dickens. Selected by Thomas Mason. 50 cents.

A vest-pocket collection of many complete favorite passages.

FUNK & WAGNALLS, NEW YORK.

The Life of Zwingli. Jean Grob. 25 cents.

A timely biography of Ulric Zwingli, the reformer of Switzerland.

R. WORTHINGTON, NEW YORK.

Story of Chinese Gordon. By A. Egmont Hake. 8vo. cloth. \$4.50.

Giving an interesting account of the exploits of Charles Gordon, who, although a European, having long been admitted into the ranks of the Chinese, has earned the above sobriquet.

G. P. PUTNAM'S SONS, NEW YORK.

Voice, Song, and Speech. J. Lenox Brown, M.D., and Emil Emcke. Octavo cloth. \$4.50.

A practical guide for singers and speakers, from the combined view of the vocal organs and the vocal tract. With numerous illustrations.

LITERARY NOTES.

It is said that Lady Tennyson d'Eyncourt signs all her husband's letters with his own name, as well as writes them.

The largest sale of a book on record is that of a German spelling-book, of which 1,000 editions of 3,000 copies each have been sold since 1853.

The technical objections to his holding the office of rector of St. Andrews have proved to be so unexpectedly formidable, that Mr. Lowell has decided to resign it.

Messrs. Porter & Coates, of Philadelphia, are about to publish "A True History of the Charge of the Eighth Pennsylvania Cavalry at Chancellorsville," by Pennock Huey. The price will be 75 cents.

It seems that Mr. Matthew Arnold is very anxious that people shall not confound or associate him with Mr. Edwin Arnold, author of "The Light of Asia," which work, he says, is to him unintelligible.

The friends of Mr. Martin Farquhar Tupper are trying to raise a fund for the relief of his declining years, which are said to be unusually necessitous for one whose writings have had so wide a circulation.

The *Literary World* says: "What it least likes about Mr. Crawford is his own belief that he is a genius." If he does so believe, it is greatly to his credit. A man doubles his worth by knowing it.

Brainard's Musical World begins the new year with a pleasing number. The engravings are excellent, and the miscellaneous matter entertaining and instructive, while the editorials, correspondence and news department are up to the usual standard. The music consists of some good vocal and instrumental pieces.

Many visitors are now surrounding the supposed home of "Little Nell" in London. Americans especially are said to be sentimental over this "Old Curiosity Shop," asking all sorts of questions about the characters of the story, as if they had been actual persons.

"Old Germantown" must hold many delightfully romantic corners, if one may judge by the illustrations in *Lippincott's Magazine*, from drawings by Joseph Pennell. There are other sketches and stories of merit in the number and much interesting reading. Nothing, however, is more really valuable than the department "Literature of the Day."

Mr. Yates says that Dickens once received a letter enclosing a check for a thousand pounds, placed at his disposal on condition that one line complimenting a certain patent medicine should appear in the book Dickens was then publishing. The novelist put the check back into the letter and sent it down to the messenger, saying that was all the answer he had to send.

William Black is ill from overwork. His labors on his last novel, "Judith Shakespeare," are said to have been Herculean. He was determined that the most fault-finding Shakespearean scholar should not catch him tripping, and has, accordingly, put the greatest amount of historical research into his work. It is not known how much of the story he has in manuscript, but the Messrs. Harper have as much as nine installments in type.

The London correspondent of the Philadelphia Press says of Tennyson: "If he be as unsocial and inhospitable as a baron as he has been as plain Alfred Tennyson, his sustenance of the title need not be expensive. The common opinion that he is only well-to-do is erroneous. For a literary man, he is very rich. No author in America has ever begun to make so much money as he. His poetry has brought him, it is estimated \$400,000, at least. Being a careful, not to say close, manager, he has invested his earnings so as to have a property worth at present \$1,000,000."

Shortly after Miss Alcott's "Little Women" was published, says the *Tribune*, a quiet looking lady entered a Boston circulating library and asked a lady clerk to pick her out "a good book that would rest and amuse her." Naturally "Little Women" was offered and declined. "It's very nice; you'd like it," urged the clerk. "I should not care to read it," said the other. "But at least look at it." "No," came the answer, firmly, and with an odd smile, "it is not a book that I should care to read." Then the clerk, pretty angry, walked away to the chief librarian and cried. "There's a woman down there wants a book, and if you want her waited on some one else must do it. I won't." "Why? why not?" "Why, she says 'Little Women' isn't good enough for her to read!" "Do you know who that lady is?" "No, and I don't care." "Well, I'll tell you. That is Louisa M. Alcott. Now go and get her a book."

BOOK DEPARTMENT.

NEW BOOKS.

LIFE AT PUGET SOUND. Caroline C. Leighton. Boston: Lee & Shepard. \$1.25.

The remote corner of our territory about Puget Sound has been comparatively little known until recently. It is now, however, coming into prominence, having become easy of access through the completion of the Northern Pacific Railroad. As it is likely in the near future to be opened up to civilization, some account of its climate, scenery, and diversified resources is of especial interest at this time; and the present description by one whom many years' residence has rendered familiar with these characteristics, will be largely sought by hundreds who are interested in every "land of promise" discovered within our country's wide domain, and equally enjoyed by those who love the grandeur of nature as found in the majestic forests and snow-capped mountains of this, yet unsettled country.

SHORT STUDIES IN LITERATURE. A. P. Southwick, A.M. Philadelphia: Eldredge & Brother.

This little book is one of a kind of which we can hardly have too many. It is a compilation giving in order, according to date, the names and a selection from the works of eminent English authors from the age of Chaucer to the present time. Its design is to give the reader and student an idea of the best thought of different times and, further, to impart an impetus to his own researches. It does not aim to satisfy him, but rather to provoke a taste for wider reading of the best authors. The short, pointed sentences conveying current opinion of the different writers, is one of the good features.

THE BOYS OF THIRTY-FIVE. E. H. Elwell. Boston: Lee & Shepard. \$1.25.

This is a charming story for boys. It reminds one somewhat of Aldrich's *Story of a Bad Boy* in its tone and hearty, happy spirit; but it is in no manner an imitation of this or of any other book. It is original from the start and full of drollery, life, and adventure, such as it does boys of all ages good to read about. The scene of action, "Landsport," will be recognized as Portland, Maine, by those who are at all familiar with the town of fifty years ago. But those who know nothing of the place will not thereby lose anything of the flavor of boyhood life, of which the book is redolent from beginning to end.

WRITING EXERCISES. Elias Longley. Cincinnati: Robert Clarke & Co.; (paper), 15 cents.

The object of this pamphlet is to provide the means of exacting from learners in phonography the writing and re-writing of the same words and phrases from half-a-dozen to a dozen times. It is a copy-book, and is so arranged as to show any remissness on the pupil's part in practicing to the extent necessary. It is a very practical and useful little book, adapted to any short-hand system.

LUTHER. James Anthony Froude. New York: Charles Scribner's Sons. Paper, 30 cents.

This is a short, compendious biography of the Reformer, embracing the more important events of his life, related in clear, simple English, with little comment. It is to some extent a summary of the larger work by Prof. Kostlin, and valuable in this light.

THE NAZARENE. A poem. George H. Calvert. Boston: Lee & Shepard. \$1.00.

This is a pious, reverential little book, exalting in verse the life and teaching of Jesus. It is published in exquisite form and will probably be a popular volume of verse.

THE FEBRUARY MAGAZINES.

One can hardly fail to notice, in looking over current periodical literature, the conspicuous lack of poetry, and the increasing abundance of good pictures and prose contributions popular and of excellent quality. The ablest and most entertaining writers and artists seem to be enlisted in the service of the monthlies.

"Better and better" we must say of *Harper's*. Its promises are always more than fulfilled. Its most prominent features this month are the second installment of "Judith Shakespeare," accompanied by a frontispiece by E. A. Abbey, engraved by E. H. Wellington; "The Upper Thames," by Joseph Hatton; "At Mentone," by Constance Fenimore Woolson; and "A Winter in Canada," by C. H. Farnham, each with many beautiful illustrations; an article by T. W. Higginson, "Our Country's Cradle," illustrated by Howard Pyle; Number Three of E. P. Roe's "Nature's Serial Story," illustrated by Dielman and Gibson; and "Glances of Emerson," by Annie Fields. An article of particular interest to teachers is that on "The National Govern-

ment and Education," by Charles F. Thwing. A powerful tale is contributed by Julian Hawthorne.

The *Century* is rich to overflowing with interesting papers. The table of contents embraces many noted names. In the frontispiece appears an engraving of "The Head of a Man" from a painting by Rembrandt. It is remarkably fine even for the *Century*. Salvini contributes "Impressions of Shakespeare's Lear." Mrs. Alice Meynell, in "How Edwin Drood was Illustrated," reveals a part of that "Mystery." A striking description of Gen. Sheridan's military career by Gen. Badeau, accompanied by a full-page illustration, is one of the pleasantest articles, and George W. Cable's "The Convict Lease System in the Southern States," one of the most forcible. It is in the interest of prison-reform. Perhaps the finest purely literary contribution to the number is Sidney Lanier's "Song of Love."

The *North American Review* maintains its distinctive character as a purveyor of the best thought of the day in several papers of strong interest. The views of Mr. Carl Schurz on "Corporations, their Employees and the Public," will be particularly acceptable to those whose curiosity has been aroused concerning his recent resignation from the editorship of the *Evening Post*, on account of his opinions on this subject. J. C. Shairp, Principal of the University of St. Andrews, contributes a sketch of the life and works of "Henry Vaughan, Silurist," a poet of the 17th century. Senator J. J. Ingalls writes of "John Brown's Place in History." The question "Must the Classics Go?" is discussed by Prof. Andrew F. West, of Princeton College, who argues for the retention of Greek and Latin. "Race Increase in the United States" is discussed by Congressman J. Randolph Tucker. Rev. M. J. Savage points out sundry "Defects of the Public School System." "Rival Systems of Heating" is a question in hygiene treated by Dr. A. N. Bell and Prof. W. P. Trowbridge in a practical and sensible manner.

The *Magazine of Art* maintains its high place among the pictorial monthlies with a number of attractive and artistic engravings. The frontispiece presents an engraving, "A Pleasant Book," from the Terra-cotta by Dalton; S. G. W. Benjamin contributes an appreciative sketch of Charles Henry Miller, "An American Landscape Painter," accompanied by portrait and two engravings. The second instalment of "The Lower Thames" by Aaron Watson, is prominent among the papers of original illustration. One of the best papers in the number is that by Cosmo Monkhouse, dealing critically with some modern French realists; with five engravings of their paintings in "The Constantine Ionides Collection."

The second issue of *Cassell's Illustrated Magazine* is even an advance upon the promise of the opening number. Of the continued stories, "Within the Clasp" by J. Berwick Harwood, grows decidedly interesting. "Witness My Hand" unfolds in a simple and pleasing fashion; and "Court Beaucourt's Treasure" comes to a happy conclusion. There are several entertaining short stories and articles full of suggestiveness and useful information. Among them, "Domes to Training for Girls" by Mrs. Warren; and "The Children's Room" by "A Mother." The chat on dress will be especially enjoyed by the ladies. A pleasing feature of the number is a pretty little song by Edward Oxenford, "Some Future Day," to music of Franz Abt. Many of the numerous illustrations have merit in a considerable degree, the frontispiece "A Maid of Arcadie," accompanying George Weatherly's sweet little poem, being very expressive and beautiful.

The *Atlantic*, between its sober covers, encloses not a little of the most readable English. Dr. S. Weir Mitchell's "In War-Time" becomes deeply interesting, and the sprightly vivacity of Mr. Crawford's "A Roman Singer" is continued to a critical juncture in the story. O. B. Frothingham's "Voices of Power" is a thoughtful and thought-provoking paper. "In Madeira Place" by C. H. White is a delicious travesty of our Civil Service that will be universally appreciated. The Contributor's Club, if not quite so pithy as usual, has much that is worth reading.

De la Louis Monthly, although the cover of the current issue bears the date of the present month, is so far ahead of the time in some of its characteristics that it would seem more appropriately dated some years ahead. There are many good things from contributors in various departments, but the most forcible work comes, as usual, from the editor, who touches the very heart of the prohibition question in an able article on "Prohibition Liquor Laws."

For the first time in America photographs of the vocal organs during phonation are published in *The Voice* (Albany, N. Y.) for January, 1884. These photographs show the position of the vocal cords, tongue, soft-palate, and other organs, in singing various notes with various tones.

CREATIVE EDUCATION.—At the N. J. State Teachers' Association, Prof. Adler, of New York, presented his plans as now in operation in the Workingman's School in W. 54th St. To illustrate, he had a long table covered with models in wood and plaster, showing the kind of work which the pupils were expected to do. During the first two years in the technical school the child should cut out figures in clay: a square, a triangle, or a circle. The work of a child six years of age was here exhibited. The blackboard should be superseded by the workshop, and the child should cut out its work instead of drawing it on the board. It should take the drawing and cut out the work from it. By this means an idea of geometrical relations is obtained. The children, in order to have relaxation from their work, should be permitted to cut out and work figures of their own fancy. Prof. Adler then illustrated by his models the different stages of work in which the child should engage, and the different tools used as the work advances. It was required by his school that the work turned out should be perfect. Work in plaster must be as well finished as iron coming from the molder, and ready to fit into the part of machinery required. During the last year the school boys were taught to make the parts of a steam engine and put them together. The models exhibited were made by the children, and many of them were beautiful specimens of work. There were several models of the human face, some upon exaggerated planes to teach the child the difference between the correct and the incorrect results of work. Prof. Adler said that this system of education developed the whole man and made him not a mere reader of books. The applications from rich men to get their sons places in the school are very numerous, but they are generally excluded, as it is desired that the experiment in this method of instruction shall first be tried with the children of the poor. Among the aims were the moral effect by introducing truth and beauty into the child's mind by causing him to make objects true to the models. Hard cases in the school were denied the privilege of the workshop; it proved a great punishment, much more powerful than the lash.

"MEASURE that stream, sir," said Napoleon to one of his aids. "I have not instruments," said the aid. "Measure it, or lose your position," said Napoleon. Without another word the aid drew his visor over his eyes, looked across the stream, then turned on his heel, and with his eyes marked off the same distance on the side. Stepping the distance, he turned to Napoleon and said, "This, sire, is the width of the stream." Here was a man who had the mental discipline which made him independent of the technical wisdom of books; had been unable to apply his knowledge of the relation of triangles he would have lost his position.

NERVOUS DEBILITY, CONSTIPATION, LOSS OF VITAL POWERS.—The Germ of Life—Electricity relieves pain, removes indigestion and is the best nerve tonic known. To derive fullest possible amount of benefit wear the "Electro-pathic Belt of Life," introduced by the Electro-pathic Association, Limited, 12 East 14th Street, New York. Simple in Construction. Always in action when worn. Requires no acid. Sciatica, Lumbago, Chronic Rheumatism, Constipation and other morbid conditions, instantaneously relieved. Numerous testimonials received daily. The Consulting Medical Electrician, fellow of the Society of Science (London) who has made the application of electricity to the cure of disease a study, attends daily for consultation (free) from Ten a. m. to Six p. m., or by letter. Those unable to attend should send for private advice form to 12 East 14th Street, New York. Hygiene, or the Art of Preserving Health, a 48-page pamphlet, containing price list and testimonials, sent free, on application to the Electro-pathic Association Limited, 12 East 14th Street, New York.

The debts of the railroads of the country aggregate over \$3,000,000,000, or nearly double the national debt. The first cargo of American wheat ever imported to Austria was received at Laube, Bohemia, last week.

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